# Utah Program Improvement Planning System (UPIPS) EXECUTIVE SUMMARY OF REPORT MILLARD SCHOOL DISTRICT May 30, 2006

The attached report contains the results of the first two phases (Self-Assessment Process and On-Site Validation Visit) of the Utah Special Education Program Improvement Planning System (UPIPS). This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The first phase of this process included the completion of the Self-Assessment and the development of a Program Improvement Plan. The second phase, On-Site Validation, conducted in Millard School District on February 15-16, 2006, included student record review, interviews with district and school administrators, related service professionals, teachers, parents, and students. Parent surveys were also mailed to a small sample of district parents. Information from these data sources was shared in an exit meeting attended by staff from Millard School District and members of the Steering Committee.

This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDEA, and recommendations for improvement in each of the core IDEA areas.

#### Areas of Strength

The validation team found the following:

# **General Supervision**

- Stakeholders in the Millard SD UPIPS review team represent the diversity of those with an interest in our special education students.
- Millard SD has appropriate special education policies and procedures in place.
- Child Find activities are appropriate.
- The LRBI Committee meets and approves Level 3 and Level 4 interventions before they are implemented.
- The district uses state CSPD to train staff to meet the needs of students.
- New special education teachers and related service providers receive induction support through CSPD
  efforts.
- General education teachers had a good understanding of what to do for students who are experiencing academic, behavioral, social, or emotional difficulties.
- Millard SD is using the updated 2005 version of the Procedural Safeguards.
- There is a strong upward trend on both math and language arts CRT scores for students with and without disabilities.
- Specialized instruction was evident in general education classrooms; specialized instruction is often supported by paraprofessionals.
- Students understood what an IEP was and appreciated the supports and accommodations they received from special education.
- Millard School District is willing to utilize state agencies and others for training and support.
- Referrals from Headstart were included in special education files.
- Special education professional development needs are determined by a formal, district-wide needs assessment.
- Special education teachers are able to attend a variety of professional development opportunities outside of the school district; they then present the information to the other teachers.

### **Parent Involvement**

- Parents of every student with a disability in the school district were surveyed to allow them to express their
  opinions regarding their child's special education services.
- Parents receive Procedural Safeguards and are given Notice of Meetings.
- Parents are provided with copies of Evaluation Reports and each IEP.
- Written parent consent is obtained prior to evaluation and placement.
- Students and parents are informed of Majority Rights prior to the student's 17<sup>th</sup> birthday.
- Information is provided to families in language that they understand.

- Parents participate in stakeholder activities.
- Special education staff display a caring attitude towards their students, as reported by parents and witnessed by validation team members.
- Notice of Meetings were complete and in special education files.
- Parents were appreciative of the district providing in-service on the special education process and language specific to that process.
- Parent signatures were present on most required forms, such as consent for initial placement.
- Verbal reports from special education staff, administrators, and general education teachers demonstrated that parents were actively involved in eligibility and IEP meetings.
- Copies of IEPs to parents were documented in special education files.
- Contact logs documented multiple parent phone calls before meetings were held.
- Procedural Safeguards were provided to parents at required times.

# Free Appropriate Public Education in the Least Restrictive Environment

- Timely evaluations are given by a qualified staff.
- Placement is made in the least restrictive environment.
- IEPs document present levels of educational performance and contain measurable annual goals.
- Students with disabilities participate in state and district assessment programs.
- IEPs were reviewed or revised annually.
- IEPs included measurable annual goals.
- Millard SD special education files utilized a consistent file organization process.
- Special education files contained minimum contents.
- Special education staff demonstrated a willingness to learn by attending district in-service, and then applying that knowledge in their IEPs.
- Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP), along with supporting data, were being utilized consistently.
- Extended school year (ESY) decisions were documented on IEPs.
- Students with disabilities observed in general education classrooms received differentiated instruction, as
  well as accommodations such as adjusted workload, teacher use of an amplifier, paraeducator support, and
  seating in the front of the room.

# **Transitions**

- Students with disabilities, who reach 16 years old, have a transition plan.
- Transition plans include transition services (instruction, related services, community experiences, employment, and independent living skills) and interagency responsibilities.
- Students at the middle school and high school level invited to and participating in IEP meetings.
- Student input is considered and documented when developing the transition plan.
- Complete transition plans included in special education files, when appropriate.
- Teachers have knowledge of and are attempting to use age appropriate transition assessments.
- Parents report that Millard SD is providing supports for student with disabilities through community agencies.
- Millard SD has a good working relationship with Part C.

#### **Disproportionality**

- Millard SD has not suspended nor expelled any students with disabilities for more than 10 days.
- Special education files included IPT tests for students who speak English as a second language.

#### Areas of Systemic Noncompliance\*

- ✓ Special Education Teacher with a severe endorsement needed.
- ▶ Pre-Referral Interventions form did not document at least 2 classroom interventions failed, with supporting data.
- ✔ Prior Written Notice of Eligibility, Evaluation, IEP implementation, and Placement missing or not documented.
- ✓ Evaluation Procedures not followed: SLD classification did not include the use of an observation of the student's academic performance in the regular classroom setting, did not include the preparation of an evaluation summary report that includes the relevant behavior noted during the observation.
- ✓ IEP: PLAAFP statements did not include baseline or current data; did not contain statements of when periodic reports on progress will be provided to parents.